



City of Lakes AmeriCorps
Minneapolis Community Education

Compiled Impact Report: 2011-2016

December 2016

Table of Contents

| | |
|--|----|
| Introduction..... | 1 |
| About CoL | 1 |
| Program Structure | 2 |
| Anticipated Outcomes and Methods of Evaluation | 2 |
| Data Collection Methods | 4 |
| Continuous Improvement | 4 |
| Results | 5 |
| Conclusions | 13 |
| Appendix: 20 Year Program Totals..... | 14 |
| Appendix: Teacher Feedback..... | 14 |



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Introduction

As of the writing of this report, City of Lakes AmeriCorps has completed five years of programming with its current focus on middle school Long-Term English Learners in Minneapolis Public Schools. There have been many changes made to the program over the course of these five years, as we have analyzed and evaluated what works best for our target student group. This report summarizes the evaluations completed over the years, and the resulting continuous improvement decisions made to the program as a result of those evaluations.

About City of Lakes AmeriCorps

Who We Are: City of Lakes AmeriCorps (CoL) is a partnership between Minneapolis Community Education and the Multilingual Department of Minneapolis Public Schools. We strive to bridge the language gap for Long-Term English Learner students (LTELs) in Minneapolis Public Schools.

History: The City of Lakes AmeriCorps program started in 1994 as a partnership between the YMCA and Minneapolis Community Education. Over the years the program has continued to evolve and refine its scope. In 2000 the program was housed entirely with Community Education in the Minneapolis Public Schools, although the YMCA continues to be an important partner for specific programs and events.

Beginning in the 2011-2012 school year, the program began its focus specifically on middle school English Learner (EL) students. Each COL AmeriCorps member provides a caseload of students with literacy and language-based 1:1 or small-group tutoring throughout the school day. Members collaborate closely with content, ESL, and Reading teachers to ensure a cohesive approach in meeting students' individual learning needs. Members also partner with Community Education to provide classes during out-of-school time (after school, Saturdays, and during the summer). These classes aim to reinforce literacy skills in unique and engaging ways.

Mission: The mission of City of Lakes AmeriCorps is to provide Long-Term English Learners access to grade-level content through dedicated and rigorous language learning support. Our mission for members is to build a learning community through service, reflection and inquiry.

Vision: Our vision is to serve, and not fix*, in order to eradicate the opportunity gap for Long-Term English Learners.

** Based on the poem "A Fixer"*

Goals: Our goal for our students is that they are engaged and empowered to achieve their full potential. Our goal for our members is that they are engaged and empowered to serve as values-driven leaders in their communities.

Strategies

1. Building relationship with students through intentional interactions and youth development best practices.
2. Utilizing a gradual release of responsibility and tutoring strategies from Kate Kinsella and other research-based approaches.
3. Creating a home connection between members and students' families.
4. Collaborating closely with teachers to form a teacher-member-student partnership.

Program Structure

Synopsis of Need/Problem: LTELs are at significant educational risk. On average, LTELs tend to have lower grades, lower standardized test scores, and face a higher risk of dropping out than non-LTELs. After years of falling behind, they often have developed habits of disengagement in school. 74% of the 1592 middle school English Learners (ELs) in Minneapolis Public Schools (or 1,178 students) are LTELs. 82% of these students are scoring as non-proficient on standardized tests, with 37% of them scoring in the "Falling Behind" categories of growth.

Synopsis of Rationale: Research tells us that effective second language instruction must include explicit teaching of that language (Claude Goldenberg, 2008), as well as intentional support in transferring those skills into the classroom (Margarita Calderon, 2012). Research has also documented the impact after school programs (Mahoney et al, 2007) and parent involvement (William Jeynes, 2012) can have both on student engagement and academic outcomes.

City of Lakes AmeriCorps' **Theory of Change** is that by providing small group evidence-based English language instruction and support, supplemented by after-school programming that utilizes literacy skills in engaging ways, and by involving parents, LTELs in grades 6 -8 will significantly improve their academic outcomes. Participation in the CoL program will result in increased engagement in school as well as increased academic language skills, as evidenced by teacher and student survey, pre- to post- test assessments, and a propensity matched comparison of standardized test scores.

Anticipated Outcomes and Methods of Evaluation

In looking at the impact of the program, City of Lakes measures effect within the following anticipated outcomes:

1. CoL students will show improved academic performance (ED5)

City of Lakes has consistently looked at WIDA ACCESS growth as the ultimate measure of academic language growth in our students. Data to identify these students comes from Google Reporting forms submitted by CoL members on students they had served. WIDA ACCESS is large-scale English language proficiency administered annually to all MPS students receiving ESL services. It is part of the WIDA consortium of assessments for ELs, used in over 35 states throughout the nation.

The WIDA ACCESS has been a difficult measure to use because, until recently, there were no growth norms to help guide target setting and comparison. As a result, CoL often fell short of this goal in previous program years (for example, only 3 out of 194 CoL students met our WIDA ACCESS growth goal in 2014-15 of 1.0 increase in WIDA ACCESS score; however, average growth for middle school ELs that year was -.3 points, indicating the goal we set was a very unrealistic one). In addition, the WIDA ACCESS and other standardized tests may be too far removed from the work we do with students to truly reflect our impact. Because of this difficulty, CoL will utilize curriculum-imbedded pre- and post-tests to determine improved academic performance for PY2015-16. This tool has a much more direct tie to the service our members provide to middle school Long-Term English Learners in Minneapolis Public Schools, and should be a much more accurate measure of student growth in academic language. We will continue to also analyze the WIDA ACCESS growth of our students as one way of comparing growth of our students to other LTELs in the district.

2. CoL students will show greater growth on standardized test scores compared to middle school LTELs not being served by CoL.

City of Lakes has utilized a variety of different assessments to analyze comparative growth – comparing growth of students who received services versus other LTEL students who did not. This has often involved

an evaluation of other standardized test scores – either the Measure of Academic Progress (MAP) or Minnesota Comprehensive Assessment (MCA). The determination of which test to use has been made in conjunction with the district's Research Evaluation Assessment and Accountability Department (REAA, formerly REA), and in response to testing parameters. For example, MAP was the preferred tool and was used in 2011-12, but was not required for all sites to give in following years. MCAs were then used as not all of our sites had MAP scores for students.

To determine growth comparison using MCA scores, an evaluator from the district's REAA Department completes an ANOVA analysis of growth scores for CoL participants (treatment) vs. eligible students (control). This evaluation involves a propensity matching methodology to compare growth of students who had received English 3D tutoring services from a CoL member to students who were middle school LTELs who had not received services from a CoL member. Data to identify these students came from Google Reporting forms submitted by CoL members on students they had served, and from district databases with student demographic and test score information. Students have to have two MCA scores in order to be included in this growth comparison. Means used in these results are z score growth means.

The method of evaluation used in analyzing comparative academic impact is quasi-experimental. We use treatment and control groups in comparing student growth on standardized test scores. This method was chosen over random assignment because intentional selection of students exists through factors such as if the school a student attends is also one where members are serving and if a student's daily schedule allows for the intervention to be added during a time when a member is also available. ESL teacher input on which students might most be receptive to, and benefit from, the intervention is also factored into the student selection process. Quasi-experimental evaluation is also possible for our program due to the ease of access to data from a comparative student group within our school district that has the exact same characteristics (middle school, Limited English Proficiency status for 5 or more years, attending the same high-poverty, low-performing MPS schools) as our served students. The evaluation was designed by City of Lakes Program Director Lisa Lambert in partnership with the MPS REAA Department

3. CoL students will show increased student engagement (ED27)

The original plan for measuring student engagement was using an annual district assessment, the MPS Student Survey. The Student Survey contains a small portion of questions that get to student engagement in school; however, it is a relatively new tool. We determined under the advice of REAA not to utilize the annual MPS Student Survey to measure student engagement for psychometric reasons. According to REA, the psychometric reasons for not utilizing this assessment yet in this way are around not having a large enough data set with enough variability to use the results with any degree of confidence. Basically, the applicable questions used this year on the Student Survey were piloted items on smaller samples, and REA is waiting until there is enough data to have stable psychometric properties to more formally use it in evaluations. Until that time, we have been advised to utilize other methods of measuring student engagement.

In place of the Student Survey, CoL has utilized both attendance records as well as teacher surveys to measure student engagement behaviors.

In addition, student voice has recently been included as part of our program evaluation as well. For PY2015-16, along with the teacher survey for student engagement, CoL utilized a student survey around engagement in school. MPS has been developing a standardized tool to help measure student engagement of students districtwide. It is our goal that once this tool is developed and past the piloting stage, CoL will be able to analyze results of our CoL student engagement compared to district results for other middle school Long-Term English Learners. In the meantime, we have been utilizing a student survey with questions taken from the SAYO (Survey of Academic and Youth Outcomes) tool commonly used by Community Education to evaluate its programs. 2015-16 results from this survey indicate that 86% of students enjoy working with a CoL member, and 97% report that they learn from working with a member. 81% of CoL students also reported that working with a CoL member helped them feel more confident in class.

4. CoL students will have increased parent engagement.

CoL members are required to maintain consistent positive communication with the parents of caseload students at least twice per month, and to facilitate quarterly family nights. To measure the impact of these outreach efforts, members disseminate a parent survey at their final two family nights of the year. This written survey is available in English, Spanish, Somali and Hmong. Interpreters are also often present at family nights and help in translating if needed. This survey asks for parent feedback on the event itself, as well as how the CoL parent connection piece is impacting them.

For 2015-16 results, 73% of parents agreed and 23% strongly agreed that family nights and regular contacts from CoL Members helped them to feel more connected to their child's school. 55% of parents agreed and 45% strongly agreed that they were more likely to attend other school events because of family nights and regular contacts from CoL members. 64% of parents agreed and 32% strongly agreed that they were more likely to contact their child's teacher or other school staff with questions about their child's education because of family night and regular contacts from CoL. This information helps CoL members and program staff be responsive to parents as well; for example, while many parents felt the amount they were contacted by CoL members was just right, almost 20% of respondents felt like it was too much. In response, CoL lowered parent communication requirements for members from 3 to 2 times per month for the 2016-17 program year.

Data Collection Methods

Program data is collected weekly (English 3D tutoring logs and parent communication logs), monthly (student progress logs), quarterly (after school activity participation logs, family night surveys), biannually (member and teacher surveys); and annually (standardized tests, focus groups / in-depth interviews). All reports from members (the logs mentioned above) are submitted through Google Forms Reporting. These forms are only accessible to members logging in with MPS login info, and once entered, are not editable by members. Members are trained in data collection and database tools during orientation and on-site over the first few weeks of service. Members collect baseline data in September, then benchmarking data monthly from October through May. Program Director Lisa Lambert analyzes data quarterly and annually to ensure accurate and timely submissions, and to guide the program in a process of continuous improvement. The MPS REAA Department oversees data collection and management of standardized test scores both for CoL students and for the comparison group. Evaluations of stakeholders -- including members, parents, teachers and others -- are facilitated by the Program Director through surveys administered twice each year through Survey Monkey, or by pen-and-paper. Focus groups and in-depth interviews have also been used, facilitated by both the REAA Department and Program Director Lisa Lambert, as another way of gathering stakeholder input.

Continuous Improvement

City of Lakes is committed to continuous improvement. Each month, an ESL Teacher and the member(s) at each site review benchmark findings of student progress and use this data to inform or modify individual student interventions and accelerate their progress. Twice each year, internal stakeholder meetings review program progress towards goals, as well as feedback from members, teachers, parents, and students, to determine whether any changes are needed to ensure outcomes are met. Performance Measure progress results are reported to ServeMinnesota and CNCS quarterly. A full program performance measure evaluation is reported to all funders and stakeholders annually, and used in planning programs, training and operations for the coming year.

Results

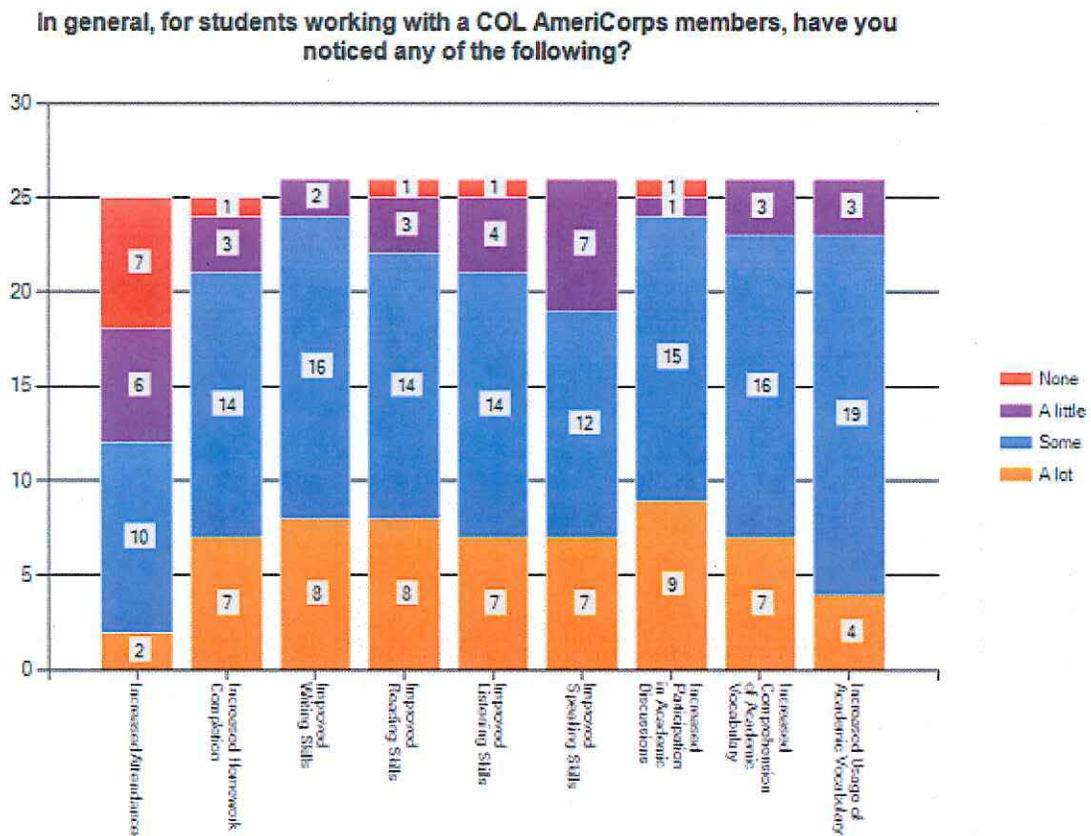
The chart on the following pages illustrates the impact from, and changes to, the City of Lakes AmeriCorps program over the past five years of our focus on middle school Long-Term English Learners (LTELs). In-depth data is included in the end notes.

| | 2011-12 1st Year of ESL Focus | 2012-13 2nd Year of ESL Focus | 2013-14 3rd Year of ESL Focus | 2014-15 4th Year of ESL Focus | 2015-16 5th Year of ESL Focus |
|--|---|--|--|--|--|
| Changes made to program structure | | Established specific curriculum (Kansas Writing Strategies) for members to use | Increased parent communication, increased student involvement in after school, increased/restructured tutoring time during the day, and enhanced bench marking. | Additional time with students, plus addition of monthly meetings between member and site's ESL teacher to review student progress and make any adjustments | Curriculum change from Kansas Writing Strategies to English 3D (a more engaging curriculum geared specifically for Long-Term English Learners) |
| Assessment Plan | Measuring language growth on TEAE (Test of Emerging Academic English) | Measuring speaking growth using the OLAI-2 (Oral Language Acquisition Inventory, Second Edition) | Measuring writing growth using WIDA ACCESS Writing scores | Measuring writing growth using WIDA ACCESS Writing scores | Measuring language growth using overall WIDA ACCESS score AND growth quintiles to determine # of students who had above average growth ^{vii} |
| Outputs | 343 students tutored (target 275) Total of 947 students served through tutoring, after school and/or mentoring | 341 students tutored (target 245) Total of 898 students served through tutoring, after school and/or mentoring | 291 students tutored (target 275) Total of 618 students served through tutoring, after school and/or mentoring | 175 students tutored (target 180) Total of 1,071 students served through tutoring, after school and/or mentoring | 154 students tutored (target 180) Total of 836 students served through tutoring, after school, and/or mentoring |
| Outcomes | 232 students received required dosage In Spring 2011, 0 (zero) COL students achieved the highest proficiency level (Level 5) on the TEAE Reading test, compared to 87 COL students achieving the highest proficiency levels (Levels 5 & 6) on the WIDA ACCESS Reading test in Spring 2012. | 244 students received required dosage 137 out of 244 increased their WIDA ACCESS Speaking score by the state standard amount (0.5) (Target 145) | 160 students received required dosage 5 students out of 160 increased their WIDA ACCESS Writing score by one full point (target 145) <i>See Challenges for more information</i> | 31 students received required dosage (target 135) – for first time, dosage based on curriculum progress rather than time/amount of tutoring. 3 out of 141 students with comparable scores had an ACCESS writing growth of 1.0 or higher | 114 students received required dosage (target 135) 76 of 121 (63%) of CoL students with comparable scores who completed the program scored in the top 3 quintiles of growth on the WIDA ACCESS. |

| | | | | | |
|-----------------------------------|--|---|---|---|---|
| <p>Engagement Outcomes</p> | <p>In Spring 2012, twenty-six teachers representing all sites responded to an impact survey. Among teachers of students who are working with COL AmeriCorps members: • 100% of teachers reported increased/ improved 1) comprehension, 2) usage of academic vocabulary, 3) writing skills, and 4) speaking skills among participants; • 96% of teachers reported increased/ improved 1) participation in academic discussions, 2) listening skills, 3) reading skills, and 4) homework completion among participants; • 72% of teachers reported an increase in student attendance among participants.ⁱ</p> | | <p>95.59% of CoL students met the 95% attendance requirement during the 2013-14 school year (with a standard deviation of less than .05). This can be compared to 93% of eligible CoL students who did not receive services (standard deviate of .08286) and approximately 61% of MPS students overall who had 95% or better attendance during the 2013-14 school year.</p> | <p>77.4% of CoL students met the 95% attendance requirement during the 2015-16 school year, compared to 71.8% of eligible CoL students who did not receive services.ⁱⁱ</p> | <p>Teachers reported growth in at least one engagement area for 92.5% of students. Growth was attributed at least in part to a student's participation in the CoL program.^{viii}</p> <p>Attendance records of CoL students were also evaluated as a way of examining student engagement impact. For PY2015-16, 79% of served CoL students met the district goal of 95% attendance. This can be compared to 56% of students meeting this goal districtwide.</p> |
| <p>Comparison Data</p> | <p>CoL students had higher average scale score increases in MAP Reading and Vocabularyⁱⁱⁱ</p> | <p>Greater percentage of CoL students had strong speaking growth on WIDA ACCESS when compared to MPS overall^{iv}</p> | <p>MPS LTEL Students' average growth on WIDA ACCESS Writing from Spring 2013 to Spring 2014 was negative, at -0.3, which is in line with very low growth being seen statewide on WIDA ACCESS for the 2013-14 school year. CoL Students showed higher growth on MCAs compared to eligible students who did not receive services.^{vi}</p> | <p>Overall, CoL impact on MCA scores was not statistically significant; however, one MCA analysis done by REA did show that when comparing among implementation (number of lessons), the more lessons our students received, the more growth they made on MCAs.</p> | <p>Overall, CoL students showed higher growth on MCAs but not quite significant (p=.128). Results indicate that the more of the intervention results in higher growth.^{ix}</p> <p>In looking at MCA Reading percentile ranking growth, CoL students grew an average of 3.842 points compared to an average of 3.28 point growth for middle school English Learners overall.</p> |

| | | | | | |
|-------------------------|--|--|---|---|---|
| Teacher Comments | <p>“My developing readers have never read as many books as they have read this year. They also enjoy discussing the books with their tutors. I am having an incredible year this year because of my tutors.”</p> | <p>“I have seen a positive change in many of the students that [a CoL Member] has worked with - a few who have finally become confident in science.”</p> | <p>“I have worked with AmeriCorps volunteers for the last 3 years. I have REALLY seen a difference in the kids on the volunteer's caseload. It's difficult to explain. The kids seem to feel SPECIAL, and so they become more motivated to do good work!”</p> | <p>“This program helps encourage students to be proactive about their learning.”</p> <p>“It provides students with an opportunity for additional academic support that they wouldn't get otherwise.”</p> | <p>“Ana's confidence and task completion has grown over the course of the year. I think that she now believes that she is capable of succeeding so she is more willing to try each assignment.”</p> |
| Challenges | <p>Moving from the TEAE test (Test of Emerging Academic English) to the ACCESS test (Assessing Comprehension and Communication in English State-to-State) - reporting data includes TEAE test scores from Spring 2011 and ACCESS test scores from Spring 2012. The scores are not directly comparable.</p> | | <p>Newness of and changes in ACCESS Test - The ACCESS tests run on a cycle, changing every 3 years. This was a year the test changed. In addition, this is only the third year both CoL and MPS have used the WIDA ACCESS exam. As CoL and MPS become more familiar with the WIDA ACCESS exam and have a better sense of typical growth to expect, we will be better able to assess CoL's comparative impact and create more realistic outcome measures around this particular exam.</p> <p>Limited time with students – members provided only one 30-minute session per week</p> | <p>Schedule unpredictability and uncertainty around WIDA Growth Norms – determination that our original goal of 1.0 growth in Writing in an unrealistic figure</p> <p>Kansas Writing Strategies curriculum was good in that it focused very specifically on one skill (writing); however, members report it was not a very engaging curriculum at times seemed too basic for some students.</p> | <p>Low recruitment and retention rates led to fewer total students being served; increasingly, members cite financial difficulties and mental health issues as barriers to successful service with our program.</p> |

i. 2011-12 Engagement Outcomes based on teacher post-survey



ii 2014-15 Engagement Outcomes

| | Met 95% attendance goal | Attended 90% or more | Average Attendance |
|-----------------|-------------------------|----------------------|----------------------------------|
| CoL Students | 77.4% | 97.0% | 96.61% (stand. dev of .038) |
| Other MPS LTELs | 71.8% | 91.3% | 95.69% (stand. dev. of .0527) |

Based on an ANOVA analysis of the 106 served students with attendance records compared to 415 similar/eligible students (students meeting eligibility requirements for CoL but ultimately not served)

Average attendance of served students was 96.61% with a standard deviation of .03817 while average attendance of eligible but not served students was 95.69% with a standard deviation of .05273. This finding was statistically significant at the .10 level. In addition, when looking at these two groups in terms of meeting the district standard of 95% or better attendance, 77.4% of served students met this standard compared with 71.8% of eligible, non-served students. This trend continues when looking at students attending school 90% or more of the time, with 97.0% of students meeting this mark compared to 91.3% of eligible but non-served students. This data supports what members and teachers are seeing, namely that throughout the year, served students become more engaged throughout the school day and in their education in general.

iii 2011-12 MAP Results –

Average Scale Score increases for CoL vs. non-CoL students

| | Non-CoL MPS Students | CoL Students |
|-------------------|----------------------|--------------|
| MAP Reading | 1.0 | 1.03 |
| Vocabulary Strand | 2 | 4 |

In addition - The MAP Reading scale score gap between participating and non-participating students was 7 points in Fall 2011, but only 3 points by Spring 2012. The Vocabulary Scale Score gap between participating and non-participating students was 7 points in Fall 2011, but only 5 points in Spring 2012.

v 2012-13 Comparison Results – WIDA ACCESS Speaking growth

| | CoL Students with 12+ weeks of tutoring | CoL Students with 1-11 weeks of tutoring | MPS Middle School ELL Students |
|--------------------------------------|---|--|--------------------------------|
| Strong Speaking growth (1.0 or more) | 47.2% | 38.1% | 30.8% |

vi 2013-14 Comparison Results - MCA growth

| | Low Growth | Medium Growth | High Growth |
|--|------------|---------------|-------------|
| Eligible students who did not receive services | 30.7% | 40.1% | 29.1% |
| CoL Students overall | 31.6% | 37.8% | 30.6% |
| CoL students with 12+ weeks of tutoring* | 13% | 20% | 49% |

Vii WIDA Growth Adjustment Justification

MPS began using WIDA in the spring of 2012. WIDA proficiency scores range from 1.0 to 6.0; lower range is defined as 1.0 to 3.0 with mid-to upper-range being 3.0 and above. A few years of analysis of district-wide results shows that students in the lower range of scores (typically newcomer English Learners) demonstrate faster growth on the WIDA ACCESS. Students in mid- to upper-range WIDA scores (where our target population of Long-Term English Learners typically fall) have much slower growth.

For example, the 2014-15 average growth for a 7th grade English Learner with a 1.5 starting WIDA ACCESS level was 1.3. The 2014-15 average growth for a 7th grade English Learner with a 4.5 starting WIDA ACCESS level was actually negative at -.2. The negative average growth

trend continues for students with a beginning score range of 4.5 to 6.4. This is because language growth actually slows (and sometimes regresses a bit) as students switch from developing conversational English to developing academic English.

MPS has addressed the need for more accurate growth goals for students by creating growth quintiles for each grade and WIDA level. These quintiles place students' growth into 5 ranges – Q1. Low growth (1st to 19th percentile), Q2. Below average growth (20th to 39th percentile), Q3. Average growth (40th to 59th percentile), Q4. Above average growth (60th to 79th percentile) and Q5. High growth (80th to 99th percentile). To determine which quintile a student falls into, their growth is compared to other students at their grade level with a beginning WIDA score similar to theirs. This essentially allows us to factor in starting proficiency levels to get a more accurate picture of that student's yearly growth.

viii 2015-16 Engagement Outcomes

CoL was unable to utilize the MPS Student Survey as originally planned due to the pilot stage of the tool and questions from REAA about the validity of the results. In its place, the teacher survey was administered asking teachers about growth of students as well as how much they would attribute that growth to CoL. Because this was not our initial plan, these results were given in a post-test only format.

For PY2015-16, 120 teacher respondents completed an engagement survey on 81 total students. Of those 81 students, 75 (or 92.5%) showed growth in at least one of the identified areas of academic engagement. Identified areas of engagement were Attendance, In-Class Participation, Assignment Completion, and Use of Academic Language.

29 teachers identified improvements in attendance, with 12 reporting that this was definitely due to the City of Lakes program and the remaining 17 saying it may or may not be due to CoL. For assignment completion, 57 teachers identified improvement with 27 of those reporting the improvement as definitely due to CoL. For in-class participation, 57 teachers identified improvement with 21 of those reporting the improvement as definitely due to CoL. For academic language, 74 teachers reported improvement with 37 of those reporting the improvement as definitely due to CoL.

For PY2016-17, Program Director Lisa Lambert will disseminate a survey to teachers of all CoL Students at the beginning of the year (in Oct) and again at the end of the year (in May). This survey will ask teachers to rate students on the following academic engagement areas: 1) class attendance, 2) assignment completion, 3) in-class participation, and 4) disciplinary referrals. To help gauge academic language impact, the survey also asks teacher to rate the student's use of academic language. All questions use a ranking system of 1 to 5. In order to count towards our growth target, students must receive a total score increase of at least 20% when factoring in scores from the four academic engagement areas. For example, a student receiving a 2 in each of the 4 categories for a total score of 8 (out of 20 possible points, or 40%) must receive a total score of 12 (or 60%) in order to count towards our growth target with student engagement.

ix 2015-16 Comparative Results using MCA Reading scores

For 2015-16, the treatment sample was quite a bit smaller than the control group, with 125 students falling within the served/treatment category and 511 in the eligible/control group, but did not violate homogeneity of variance. Overall, the mean was higher for the treatment group but not quite significant ($p=.128$). When it was run by grade, grade 6 had negative impact results - the treatment group had slightly lower z score growth. Grade 7 were very positive - the control group had negative z score growth and treatment had positive z score growth. Results were pretty close to significant with a p value of .082. Grade 8 also had higher z score growth for the treatment group but the difference was not statistically significant.

The grade breakdown is notable as it corresponds with the amount of intervention delivered. Grade 7 had the highest positive impact and also the most intervention received. On average, CoL students in 7th grade received 31 hours of English 3D instruction, completed 23 lessons, received 6.7 hours per week of push-in support, participated in 2 days per week of after school, and received 8 parent contacts over the course of the year. Grade 8 showed the next highest difference between the treatment and control groups, and received the next highest amount of intervention. On average, CoL students in 8th grade received 26 hours of English 3D instruction, completed 20 lessons, received 4.7 hours per week of push-in support, participated in 1.5 days per week of after school, and received 7.75 parent contacts over the course of the year. Grade 6 had negative results and received the least amount of the intervention. On average, CoL students in 6th grade received 18 hours of English 3D instruction, completed 18 lessons, received 3.8 hours per week of push-in support, participated in less than 1 day of after school, and received 7 parent contacts.

Conclusions

Much of the past five years has been spent adjusting program structure and content (specific curriculum) in order to best meet the specific academic needs of middle school Long-Term English Learners (LTELs). There is promising evidence that the City of Lakes AmeriCorps intervention in its current form leads to improved academic outcomes for middle school LTELs in Minneapolis Public Schools, both in academic language skill and school engagement. Moving forward with a consistent program structure in place, a system for continuous improvement, and continued evaluation will allow this program to broaden that impact.

APPENDIX

20 Year Program Totals

2013-14 marked the 20th year of CoL! Here are our 20 year totals -

- 533 members who have served
- \$2,965,000 in Education Awards earned
- 10,205 youth tutored
- 4,734 youth engaged in Service Learning
- Over 1,270 youth mentored
- 15,702 youth participated in before or after school programs
- Over 760 Adults received ESL or GED Tutoring
- 1,374 additional volunteers recruited
- Highly qualified and trained candidates for permanent MPS positions*

*Almost one-third (32.5%) of our alumni reported that they worked in MPS after their year of service, and almost half (43.75%) are still working in Education. The vast majority report that their experience in CoL directly impacted their decision to work in this field and their ability to get a position in the field of their choice.

Teacher Feedback

2011-12

“My developing readers have never read as many books as they have read this year. They also enjoy discussing the books with their tutors. I am having an incredible year this year because of my tutors.”

“The COL AmeriCorps member in my class does an excellent job of fostering positive relationships with all of the students in the class. She has been a great asset in my classroom and I'll be sorry to see her go at the end of the school year.”

“I have seen a positive change in many of the students that [a CoL Member] has worked with - a few who have finally become confident in science.”

“Mr. Menard has been working with a few students in science over the past few months. During an independent learning unit (Astronomy) Mr. Menard worked very closely with K. He has made such strides with him - he is not as shy anymore and willing to participate with groups in science now. It has been an amazing transformation for K - an invaluable resource to have.”

“One particular student comes to mind. He was not turning in homework and had a bad attitude most of the time. An AmeriCorps member made a point to give him regular positive and encouraging feedback. His attitude and homework completion completely changed for the better.”

“The students that worked with Ms. Dianna have gained more than one level on their MCA Scores. Two have gone from below grade level to at grade level. Students who work with Ms. Dianna are more confident in Math and have a deeper understanding of what they have learned.”

”J (works with Ms. Jenny) has gone from a score of 325 in September to a score of 771 (an approximate four grade level improvement) on one measure of reading proficiency.”

“Adam T. has been instrumental in assisting me with motivating a student who suffered from a lack of motivation. This student refused to do any work or put forth any effort in or out of school. His parent could not get him to attend after school to receive additional academic support. Adam and I encouraged, coaxed, and pleaded with this student until one day he showed us what he was capable of by completing an assignment. This student has continued to show effort by setting the goal to achieve an A in all of his classes. He has an A in Language Arts for the first time in 2 years. I couldn't have convinced him alone without the help of Adam T.”

“E is painfully shy and Jane's encouragement has kept him from being completely unnoticed. He has turned in every assignment and has received As every quarter in my class. He is no longer afraid to ask her for help. Jane has helped M to stay grounded when he would like to goof off with his friends. E went from being very apathetic to someone who takes pride in her accomplishments and wants Jane and I to be proud of her, too. Since Jane has been doing literature circles in my class, all of the students have bonded with her. They are now reading independently because of her. Many of them had rarely ever read a book on their own until they joined her book clubs.”

2014-15

“I have worked with AmeriCorps volunteers for the last 3 years. I have REALLY seen a difference in the kids on the volunteer's caseload. It's difficult to explain. The kids seem to feel SPECIAL, and so they become more motivated to do good work!”

“This program helps encourage students to be proactive about their learning.”

“It provides students with an opportunity for additional academic support that they wouldn't get otherwise.”

“Students develop a relationship with AmeriCorps staff that allows students to excel during small group project work.”

2015-16

“E has been taking assignment completion even more seriously and regularly checks his grades. He asks about his scores, showing great ownership of his grades and achievement.”

“V benefits from the small group attention that CoL offers. She is very conscientious of her grades and retains and uses academic vocabulary.”

“The student has been very positively impacted academically and personally.”